ECS Special Education Handbook

2008/2009 School Year

Alberta
EDUCATION

ECS Special Education Handbook: 2008/2009 School Year

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This document is intended for:

Teachers	✓
Administrators	✓

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Introduction

Notes about terms used in this handbook

Throughout this handbook:

Parent refers to parent(s) or guardian(s).

Early childhood services (ECS) program means an education program offered by a school authority or, with the approval of the Minister, a person, to a child who is younger than 6 years of age as of September 1. The last year of an ECS program prior to Grade 1 is considered the kindergarten year.

School authority means public and separate school boards, including francophone regional authorities; private ECS operators and funded accredited private schools approved by Alberta Education to provide an ECS program; and charter schools that apply for ECS special education funding.

In all cases, the school authority must be approved by Alberta Education to provide an ECS program, and is then referred to as an *ECS operator*.

Approved Operator Status

Only approved ECS operators meeting all terms and conditions for approved status are eligible to receive funds to provide educational programming for children. For information on seeking approved ECS operator status, please contact Governance Support Branch at 780-427–7235 (Toll free in Alberta by dialling 310–0000).

Age of Eligibility

The following table outlines the age of eligibility for funding for all types of ECS programming. No child can receive ECS funding for more than three years.

Needs of Funded ECS Child	Type of ECS Funding Provided	Minimum Age of Child on Sep 1 (Born on or before Mar 1)
Regular ECS child	Base Instruction (Maximum 1 year of funding)	4 years 6 months
ECS child with a mild/moderate disability/delay, or gifted and talented	Base Instruction and Mild//Moderate (Maximum 2 years of funding)	3 years 6 months
ECS child with English as a Second Language (ESL) or Francisation needs	Base Instruction (Maximum 2 years funding). ESL/ Francisation and if eligible,Enhanced ESL/ Francisation.	3 years 6 months
ECS child with severe disabilities/delays	Base Instruction and PUF (Maximum 3 years of funding)	2 years 6 months
ECS child who is developmentally Immature	Base Instruction (Maximum 2 years funding)	5 years 6 months

Introduction

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ECS child with severe disabilities/delays	Base Instruction and PUF (Maximum 3 years of funding)	2 years 6 months
ECS child who is developmentally immature	Base Instruction (Maximum 2 years funding)	5 years 6 months

The minimum age for school entry varies among school authorities. ECS children who meet the age requirement listed on the previous page are eligible for ECS Base Instruction funding if registered on or before September 30. Care should be taken to ensure that school entry into Grade 1 will follow the final year of eligibility for ECS funding.

Based on the age of the child, the school authority and the child's parent(s) may decide collaboratively to delay entry into an ECS educational program for one year. This ensures the school authority has access to the maximum ECS funding that includes the year prior to Grade 1.

Local ECS Special Education Needs Policies

It is expected that school authorities will develop ECS policies and procedures related to the development, implementation, monitoring and evaluation of programming for children with special education needs. Policies should be consistent with the *Guide to Education ECS to Grade 1*, available at www.education.alberta.ca/admin/resources/guidetoed.aspx. See Appendix A for information on developing local policies.

ECS Context

ECS operators should adhere to the principles outlined in Alberta Education's *Kindergarten Program Statement (Revised 2008)*, available at www.education.alberta.ca/teachers/core/ecs/programs.aspx. These principles set the context for programming for all children.

Standards for the Provision of Early Childhood Special Education

Children with special education needs require additional supports, accommodations and adaptations to general ECS programming. *Standards for the Provision of Early Childhood Special Education* outlines for school authorities and parents the standards for educational programming and services for children with special education needs. The document is available at www.education.alberta.ca/admin/special/ecs.aspx .

The standards promote consistent, quality educational practices within Alberta, so that, irrespective of location, ECS children with special education needs can access appropriate programming and services in a manner that serves the best interests of the child. These standards support Alberta Education's goal to ensure the learning system meets the needs of all learners and society.

Program Unit Funding (PUF)

Program Unit Funding (PUF) is provided to school authorities for ECS children with severe disabilities/delays who require additional support beyond that offered in a regular ECS program. Funding is provided for individualized programming that meets the educational needs of children with severe disabilities/delays who are at least 2 years, 6 months of age and less than 6 years of age on September 1. PUF may be paid for a maximum of three years for each eligible child.

To receive PUF, a school authority must provide an appropriate educational program for children who meet the criteria for at least one of the severe disability/delay codes described in *Special Education Coding Criteria 2008/2009* (available at www.education.alberta.ca/admin/special/resources.aspx). This funding is in addition to the Base Instruction funding provided for eligible ECS children with severe disabilities/delays who were registered as of September 30.

- Payment of funding is based on approval of the PUF application.
- An individualized program plan (IPP) must be developed, implemented, monitored, and evaluated for each child.
- The child's parent(s) must be involved in the IPP process.
- The PUF application should be submitted as early as possible in the school year.
- The deadline for applications is December 19, 2008.
- Applications for eligible children who are registered or identified after December 19, 2008, will be accepted until April 1, 2009.
- Revisions to PUF applications can be made until April 1, 2009.

School authorities that access PUF must develop a budget that takes into consideration the individual programming needs of each eligible child.

Any questions regarding PUF should be directed to Alberta Education Special Programs Branch at 780-422–6326 (toll free in Alberta by dialing 310-0000).

Basic Requirements for Program Unit Funding

Overview

Eligibility to receive PUF for a child with a severe disability/delay is based on the following:

- approved operator status
- age of child
- diagnosis of a severe disability/delay
- evidence of the educational impact of the disability/delay in the ECS environment
- application for Program Unit Funding.

Responsibility for Eligibility

The ECS operator is required to make decisions regarding the severity of the disability/delay based on assessment from qualified professionals. The criteria for severe disabilities/delays are available in *Special Education Coding Criteria 2008/2009*.

Educational Impact

Eligibility criteria requires diagnosis of a severe disability/delay, but it is the extent to which the child can function in an ECS program that is most important in determining eligibility and the child's programming needs. School authorities must have all children approved for PUF by Special Programs Branch.

PUF is available to provide additional and educationally relevant supports and services that would not normally be available in the ECS classroom. In providing the most enabling educational environment possible, ECS operators are encouraged to consider models other than direct one-on-one assistance including:

- focused intervention provided in a small group
- strategic use of educational assistant time
- peer-model instruction
- environmental supports (e.g., visual schedules, well-established routines, warnings of transition, visual cues, adapted furniture, use of physical boundaries to define space)
- embedding IPP goals in ongoing routines and activities.

Application for Program Unit Funding

To receive Program Unit Funding, school authorities must submit a completed PUF application. The next section of this handbook contains detailed information on completing the application.

Completion of Program Unit Funding Application

The following information is provided to assist school authorities in completing a PUF application. A private ECS operator or private school with 10 or fewer PUF children may use either the paper application form (08AE1.6a) in the *Funding Manual for School Authorities 2008 – 2009 School Year* or the web-based Program Unit Funding System (PUFS). All other school authorities must use PUFS. For additional information on PUFS, contact School Finance at 780-427-2055 or toll-free at 310-0000.

Declaration (Page 1 of paper application form)

The contact person named on the application form must be the person most familiar with the details of the application. The person who reviews and submits the application using PUFS, or signs page 1 of the paper application, is the secretary-treasurer. With this signature or PUFS submission, the secretary-treasurer declares that the conditions outlined on this page have been met.

Criteria for Determining Eligibility (Pages 2 and 3 of paper application form)

See *Special Education Coding Criteria 2008/2009* for special education coding criteria for severe disabilities/delays.

Details of Children in Program Unit(s) (Page 4 of paper application form)

Alberta Student Number (ASN)

Note

Applications cannot be submitted to Alberta Education without ASNs. If you are registering children who may have been with another operator previously, call Special Programs Branch to verify child's ASN.

Name of Child

PUFS: If there are inconsistencies with any information that populates the details page, please do not proceed until you have contacted the Alberta Education Help Desk at 780-427-5318, toll free in Alberta by first dialling 310-0000.

Paper Applications:

Ensure the child's name appearing on the details page is:

- spelled correctly
- not a nickname
- consistent with child's name registered in SIS on September 30.

Program Unit and Clustering

A program unit refers to a single child or to children sharing resources and programming. Two or more children within a unit are referred to as a cluster.

Age

PUFS: calculates correct age based on the date of birth entered.
Paper applications: this column is for Alberta Education use only.

Location of Child's Program (including AM or PM)
- List location(s) of centre-based programming.
- Indicate instructional hours, e.g., Mon–Fri, 9:00–11:30 AM.

R or N
Renewal or an application for a child who is **N**ew to PUF.

Assessed Primary Disability/Delay Code
- Code is based on *Special Education Coding Criteria 2008/2009*.
- Ensure code entered in this column is the same code as that on the most recent pre-approval form from Special Programs Branch.

Program Start and End Dates
Accurately identify the dates that the particular child starts and ends programming. This may not be the start and end date for the ECS program in which the child is registered. Programming must occur between September 1 and June 30.

Centre-Based Programming Hours
Centre-based programming refers to the instructional program hours. Flexibility within an ECS special education program allows for centre-based programming to be delivered in a school or community setting or in the child's home. Regardless of the site, Alberta Education expects a certificated teacher to be directly involved with centre-based programming hours.

When a designated special education ECS program is the provider of the on-site centre-based programming, a certificated teacher must be teaching in the classroom.

When planning centre-based programming for a child, ECS operators should ensure the number of programming hours does not exceed what is appropriate for the child's age and developmental level.
- 800 hours of centre-based programming is an option that should only be considered for a child in the year prior to entering Grade 1.

Note
- In general, the educational needs of young children (3- or 4-year-olds) can be appropriately met in a 475-hour program. Careful consideration should be given to matching the number of hours of programming to the age and needs of the child.
- Provision of extensive hours of centre-based programming (beyond what would normally be considered developmentally appropriate for a young child) must be discussed with a Special Programs Branch manager prior to the submission of an application.

Instructional programming does not include:
- teachers' convention
- professional development days
- teacher planning days
- staff meetings
- statutory and school authority-declared holidays
- lunch breaks
- recesses
- time taken for the registration of children
- time during which child is being transported.

Family-Oriented Programming

Family-oriented programming is individually planned, developmentally appropriate intervention for children with severe disabilities/delays and their families. It is designed to engage the child's parent(s) in a process that helps them to implement the goals and objectives of the IPP within the home and community environment. Family-oriented programming is done under the direction of a certificated teacher, takes place outside of centre-based programming hours, and is based on a 1:1:1 service delivery model.

Family-oriented programming is intended to enhance the child's centre-based programming as outlined in his or her IPP. The number of family-oriented programming sessions should be included on the IPP.

Note

Family-oriented programming is **optional** and whether or not it occurs and how frequently should be a decision based on need, resources and parental preference. The number, setting and structure of sessions must be determined in consultation with the parents prior to the implementation of the program. All sessions must be carefully planned and documented, as part of the child's program.

To claim family-oriented programming for funding purposes, the following conditions must apply.

- Sessions average 1.5 hours, with no session shorter than 45 minutes.
- A written plan and summary is developed for each session. (See Appendix D for sample planning template)
- Programming is under the direction of the certificated teacher.
- The child, parent and member of the learning team from the school authority are all present and involved.
- In the exceptional circumstance that the session is with an alternate caregiver, provision is made for sharing information with the parent.
- A minimum of four sessions is provided.
- Programming occurs outside of time claimed under centre-based hours.
- Family-oriented programming is an additional cost to the school authority.

Defining Family-Oriented Programming: What Counts and What Doesn't

The following are **examples** of what would constitute a family-oriented programming session.

- Teacher provides family-oriented programming in the child's home for 1.5 hours.
- Teacher or speech-language pathologist (under the direction of the teacher) provides two 45-minute sessions to two children and their parents or alternate caregivers at the school outside of time already claimed as centre-based programming.
- Occupational therapist, under the direction of the teacher, provides family-oriented programming to a child and his or her parents for 1.5 hours in the child's home.
- In-home consultant models intervention with the child and explains behaviour-management strategies to daycare staff for 1.5 hours.
- Family liaison worker accompanies parent and child to grocery store for 1.5 hours and demonstrates strategies for incidental teaching of social and early academic skills included in the child's IPP.

- Members of the child's learning team consult with medical personnel and/or psychologists **outside the centre** for a minimum of 45 minutes (counts as .5 session). A school authority cannot claim more than the equivalent of one full family-oriented programming session for child-centred consultation.

The following are **examples** of what would **not** constitute a family-oriented programming session:

- informal parent contact or contact that is typically required as a component of school-based special education programming (e.g., IPP meetings, concerts, classroom parties)
- contact with parents or alternate caregivers occurring during the time that is already claimed under centre-based hours
- time involved in travel to and from child's home or childcare centre
- therapies that are not directly related to the goals on the child's IPP
- informal visits to the home
- informal contact by school personnel
- telephone calls.

Centre-based programming may be combined with family-oriented programming sessions to provide a comprehensive program (e.g., 475 centre-based programming hours and 10 family-oriented programming sessions). Programs of this type may be particularly effective for very young children who require extensive programming.

Child leaving a program before the specified end date

- For applications submitted on paper, contact a Special Programs Branch Manager within 30 days of the child's final day of attendance to make revisions.
- For applications submitted on PUFS, request that the application be returned to the school authority to make revisions to date program ends and number of family-oriented programming sessions completed.

Program Unit Funding Budget (Page 5 of paper application)

All school authorities must submit a PUF budget as part of the application process. A ceiling is established based on the number of centre-based program hours and/or family-oriented programming sessions as reported on the Details Page.

Operators using PUFS will see only the budget page applicable to their program. Operators using a paper application (only permissible for those with fewer than 10 children) must use the budget form (08AE1.6a) located in the *Funding Manual for School Authorities 2008-2009 School Year.*

School authorities are required to attach a report identifying the breakdown of costs in each budget category.

Budget Categories

INSTRUCTIONAL COSTS

Instructional Salaries and Wages
The following are considered eligible expenditures:

1. Salaries/wages for teacher assistants who are directly involved in the planning, implementation, monitoring and evaluation of programming for PUF children.

2. Special education consultation which provides special programming support for the ECS classroom teacher in a regular ECS environment including:
   - assistance with IPP development, monitoring and evaluation,
   - provision of programming strategies,
   - suggestions for resources and materials,
   - support of off-site program components.

   When the child is in an off-site program the certificated-teacher-to-child ratio must allow the certificated teacher to be actively involved in and directing the program, including planning, delivery, assessment and communication with the child's parent. The certificated teacher is at the child's placement on a regular basis and while at the play school/daycare is engaging in some or all of the following activities:
   - observing the child and the interaction between the child and the play-school teacher assistant and/or the child and other children in the program
   - engaging in direct teaching/assessment of the child
   - providing the teacher assistant/play-school teacher with strategies or next steps
   - coaching the teacher assistant in use of "theme tubs" or other ongoing activities that support the child's learning.

   Special education consultation must be delivered by a certificated teacher with appropriate training and experience.

3. Supplementary instructional costs (a portion of teacher salary) may be included for designated special education ECS programs and/or congregated special education ECS programs within school jurisdictions. (For an explanation of *congregated programs*, please contact a Special Programs Branch manager.) In these cases, school authorities must declare Base Instruction funding received for all children in the designated or congregated programs on the PUF application.

   The salary for a regular ECS classroom teacher is not included as part of program unit cost. ECS Base Instruction funding is provided to support the cost of hiring a certificated teacher.

Employer's Portion of Fringe Benefits
Employer's portion of benefits for teacher assistants, teachers and special education consultants who are employees of the school authority.

Specialized Services and Supports
The following are considered eligible expenditures:

1. Services of qualified professionals that are not provided free by public service agencies. All options regarding service delivery should be considered. Services and supports must be relevant to the child's educational program and in direct support of the educational goals and objectives included on the child's IPP. Examples:
   - speech-language pathology
   - occupational therapy
   - physical therapy
   - orientation and mobility
   - psychological and other services, and assessments

   Costs in this category should include employer's portion of fringe benefits for specialized service providers who are employees of the school authority and costs associated with travel to provide services.

2. Pre-school or play school fees may sometimes be claimed as an eligible PUF expense. When educational programming is provided in a pre-school or play-school setting, the school authority must ensure that policies and procedures related to payment of fees are developed and implemented.

3. School authorities may occasionally need to contract placement in a daycare setting for delivery of the child's educational program. If educational programming is provided in a daycare setting the school authority must ensure that:
   - placement in the daycare is the best available option for the child's educational program,
   - daycare fees are only claimed for that portion of the day required for the educational component of the child's program, and
   - costs for child care are not included on the PUF budget.

Supplies and Materials
Includes supplies and materials that are specific to the child's program and are in addition to supplies purchased with Base Instruction funding. Costs in this category are usually in the $200–$500 range per child. School authorities are encouraged to maintain a resource inventory and an equipment loan pool.

PARENT INSERVICE

Includes costs for parents to attend in-province workshops, seminars, inservice and specialized training sessions specifically related to the child's program and designed to enhance the ability of the parent to facilitate the child's development. Costs in this category are usually in the $100–$400 range per child. School authorities are encouraged to pool parent inservice resources and use expertise available in the school authority and/or community to provide inservice opportunities for groups of parents who may need similar information or strategies.

Staff Inservice

Includes costs for program staff to attend workshops, inservices, special courses and seminars related to their responsibilities in the child's educational program. Costs in this category are usually in the $200–$500 range per child. Personnel who are not employees of the school authority are not eligible for staff inservice.

Transportation Costs

Details regarding funding to school authorities for transportation of PUF children are available in the *Funding Manual for School Authorities 2008-2009 School Year.*

Reasonable transportation costs for PUF children not covered by this transportation funding can be claimed as a PUF expense. To determine the transportation costs that may be covered by PUF, all transportation costs must be indicated on the PUF budget form. All transportation revenues must be deducted from the transportation costs.

Transportation costs may be claimed for:

- transportation to and from school,
- transportation for family-oriented programming sessions (to a maximum of 36),
- field trips provided in addition to field trips for the regular ECS class or for a PUF child who, because of his/her disability/delay, requires special transportation on a regularly scheduled field trip, and
- in-program transportation of a PUF child from the school/centre program to another program or service as part of the PUF child's IPP.

Note Transportation claims must be submitted electronically to the Business Operations and Stakeholder Support Branch by November 30. Only PUF children enrolled by the September 30 count date are eligible for transportation funding.

Facility Costs

Funding allocations for facilities differ for school jurisdictions and for private ECS operators. Therefore, claims for facility costs allowed on the PUF budget also differ depending on the type of school authority.

For Private Designated Special Education ECS Programs, this includes rental costs. Facility costs that exceed the funding provided under Section 2.6 of the *Funding Manual for School Authorities 2008-2009 School Year* may be claimed as PUF costs on the budget page.

For school jurisdictions—including jurisdictions with congregated and Designated Special Education ECS programs—renovations to and maintenance of a building to be used for the benefit of all PUF children are not eligible for funding support under this section. Alberta Education provides Plant Operation and Maintenance funding as well as Infrastructure, Maintenance and Renewal funding to cover these types of costs.

Program Coordination Costs

Includes costs for the coordination of ECS programming and some reasonable administrative support costs. School jurisdictions are advised that costs for school administration are not eligible under this cost category. Funding for school administration is included in the ECS Base Instruction funding.

Designated Special Education ECS Programs may claim reasonable administration costs (typically in the 6%–12% range). ECS Administration funding revenues must be included on the application.

Specialized Equipment and Furniture

Includes expenditures for specialized equipment and furniture that is required to meet the special education needs of a PUF child and/or a group of PUF children. School authorities are advised to be aware of current information regarding provision of adaptive or augmentative devices by other agencies and to seek funding from these sources first. Special Programs Branch managers are available to provide assistance and advice in this area.

School authorities should keep on file a written recommendation from an appropriate specialist indicating the need for specialized equipment. This recommendation should specify the relevance of the equipment to the child/children's current education program, how it directly supports the goals and objectives of the IPP, and the projected costs of the equipment. These costs should be reasonable and based on more than one price quote.

If a PUF child changes schools in Alberta and continues to have use for the specialized equipment or furniture specifically purchased for that child, the equipment or furniture goes with the PUF child. If a specialized piece of furniture is no longer required by the child, it becomes the property of the school authority, not of the PUF child or the parents of the PUF child.

Note

For private ECS operators who cease operating please see section 9.5 of the *Funding Manual for School Authorities 2008-2009 School Year* for policies and procedures concerning distribution of assets.

For Designated Special Education ECS programs and congregated special education ECS programs, Alberta Education will apply all appropriate revenues to the total program costs (e.g., ECS Base Instruction funding, Mild/Moderate funding, ECS Transportation funding and other applicable revenues) to determine a net program cost total to which program unit funding will apply.

Questions related to the preparation of budgets should be addressed to the appropriate Special Programs Branch manager.

Other Considerations

ECS Operators should:

- prepare a budget that is a reasonable estimate of PUF costs for the school year
- be aware that a partial year is considered a whole year; e.g., a two-month program in 2008/2009 represents one year of funding
- plan carefully when considering programming for children who are less than 3 years of age on September 1
- ensure parents have a clear understanding of the possible consequences of PUF prior to age 3 and/or partial years of programming.

Designated Special Education ECS Programs

- Where at least 70% of the ECS children served have severe disabilities/delays, Designated Special Education ECS programs may include program costs in their Program Unit budget (except capital building costs and other fixed costs that would still be incurred if the program did not operate).
- Other revenues, such as Base Instruction and Transportation funding, will be applied to the program costs.

Note

- If a school authority is operating a Designated Special Education ECS program the school authority must consider that 30% of the total enrolment should be children who do not have a severe disability/delay.
- Alberta Education is not accepting new applications for Designated Special Education ECS programs.

Children with Mild/ Moderate Disabilities/Delays and those who are Gifted and Talented

Identified children must be at least 3 years, 6 months of age and less than 6 years of age on September 1. A school authority must ensure a child is properly identified in the Student Information System (SIS) as having a mild/moderate disability/delay or as gifted and talented according to *Special Education Coding Criteria 2008/2009*. Supporting documentation must be kept on file and an IPP is required for each eligible child. For more information regarding funding see *Funding Manual for School Authorities 2008-2009 School Year.*

Appendix A
Local Special Education Needs Policies and Procedures

Accountability for programming for ECS children with special education needs is established through school authority policies and procedures. School authorities must ensure that written local policies and procedures are developed, kept current and implemented. The local policies and procedures must provide for access, appropriateness, accountability and appeals, and they must be available to the public in print or electronic form. The checklist below may be useful as your policies are developed. For more information, refer to *Standards for the Provision of Early Childhood Special Education*.

Checklist

Do we have written policies and procedures related to the following areas?

- ☐ early identification, referral and assessment of ECS children with special education needs
- ☐ collaboration with referral agencies to determine eligibility and programming needs
- ☐ ensuring ongoing informed consent for referral, specialized assessment and eligibility
- ☐ identifying and referring children who require specialized assessment
- ☐ accessing coordinated services
- ☐ accessing and recording medical information
- ☐ storing and/or administering medications
- ☐ training for staff who administer health-related support services
- ☐ roles and responsibilities of staff who provide programming to children with special education needs
- ☐ staff professional development directly related to the needs of children with whom they are working
- ☐ individualized program development and implementation
- ☐ family-oriented programming sessions
- ☐ program monitoring and evaluation as outlined on p. 17 of *Standards for the Provision of Early Childhood Special Education*
- ☐ providing ongoing educational programming information to parents
- ☐ transition of ECS children with special education needs to the resident school board or program of choice
- ☐ dispute resolution and appeal processes
- ☐ transportation
- ☐ payment of fees for placement in pre-school, play school or daycare

Appendix B
Applicable Sections of *Funding Manual for School Authorities 2008-2009*

Section 1.1	ECS Base Instruction Funding
Section 1.5	ECS Mild to Moderate Disabilities/Delays, Gifted and Talented Allocation
Section 1.6	ECS Program Unit
Section 1.28	Rural Transportation
Section 1.29	Urban Transportation
Section 1.30	Metro Urban Transportation
Section 1.31	Special Transportation
Section 1.32	ECS Regular Transportation (Private ECS Operators)
Section 1.33	ECS Special Transportation (Private ECS Operators)

Glossary of Terms

The 2008-2009 *Funding Manual for School Authorities* is available at www.education.alberta.ca/admin/funding/manual.aspx

Appendix C
Forms Available in the *Funding Manual for School Authorities 2008-2009*

- 2008/2009 Program Unit Funding Application for Private ECS Operators with fewer than 10 children (08AE1.6a)

- ECS PUF Statement of Actual Expenditures for School Jurisdictions (08AE1.6b)

The 2008-2009 *Funding Manual for School Authorities* is available at www.education.alberta.ca/admin/funding/manual.aspx

Appendix D
Family-Oriented Programming Session Plan and Summary

Name of School Authority / Program:			
Child's Name:	**Date:**	**Start Time:**	**End Time:**
Location of session:	**Program personnel present:** **Family member(s)present:**		

IPP Goals/Objectives:	**Activities:**

Session outcomes/feedback to teacher and school team:

Follow-up required:
Date/Time/Location of Next Visit

Signatures confirm the date, time and participation in the above session

Parent Signature:_____ **Date:**_____

FOP Session Provider Signature:_____ **Date:**_____

Role on Team (e.g., OT, TA, SLP) _____

Teacher Signature:_____ **Date:**_____

References

Alberta Education. ***Funding Manual for School Authorities 2008-2009 School Year.*** **Edmonton, AB: Alberta Education, 2008.**
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